WSSDA | Washington State School Directors' Association

Strategic Goal-Centered

Superintendent Evaluation Framework

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Introduction

Conducting an annual superintendent evaluation is one of a school board's most significant oversight responsibilities. It creates a framework to evaluate the work done in the district on behalf of students and provides an opportunity to build alignment as a board-superintendent leadership team, identify opportunities, improve communication and collaboration, and model leadership for the broader community.

For an evaluation to produce outcomes that strengthen the district on behalf of students, a school board needs to invest time and energy into evaluating the superintendent. In addition, the process should be consciously designed to examine not only operational and leadership expectations, but also the contextual work of the district. Having the evaluation incorporated into the broader work of the school district – rather than existing in a silo by itself – will help the district improve over time.

To support this work toward student-centered outcomes, WSSDA has created a framework for the Strategic Goal-Centered Superintendent Evaluation. The framework is designed to provide planning tools, actionable steps, and skill-building assets that will provide support for a student-focused annual evaluation and incorporate important context and conditions from your district.

This document is designed to be used by school boards and superintendents in conjunction with ongoing professional development offered by WSSDA. While not designed for boards following a Policy Governance or Coherent Governance Model, the best practices, tools, and strategies outlined herein can provide support to any board-superintendent leadership team.

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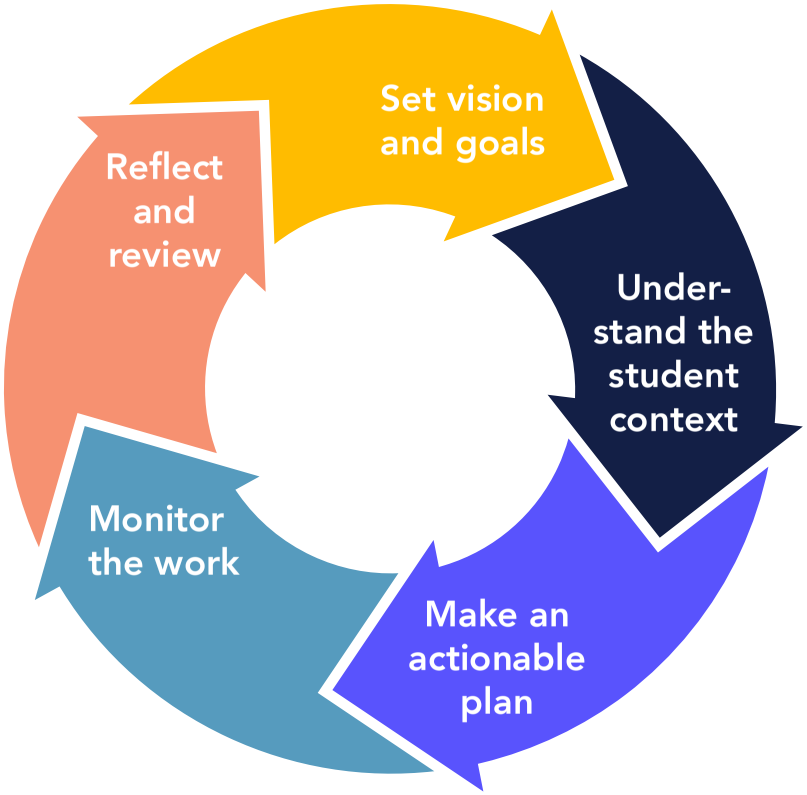
Why it's Important to Evaluate the Superintendent

While it is easy to get bogged down in the nuts and bolts of conducting an evaluation of the board's one employee – the superintendent – it's important to remember that a strong evaluation is proven to support long-term student achievement. See Standard 4, Benchmark 4b: Evaluating the Superintendent on Clear and Focused Expectations on page 23 of the Washington School Board Standards. Effective and goal-centered evaluation of the superintendent is a key strategy for a board to accomplish much of the important governing work it needs to. In fact, superintendent evaluation surfaces in four of five of the Washington School Board Standards.



Including a superintendent evaluation in a school board's leadership cycle, illustrated by the graphic above, creates an opportunity for productive, inspiring, and collaborative conversations centered on students' needs. Additionally, the process enables the board to articulate and convey to the superintendent the board's aspirations for the community's children – and then jointly discuss actionable steps to make progress towards those aspirations. That discussion can be inspirational for everyone involved.

Conducting an annual superintendent evaluation is an important part of the board's oversight role. Since a superintendent's performance directly influences the district's overall success, it's essential to have a transparent evaluation process with clearly defined goals and objectives. Not only will that promote positive outcomes for students, but it is also critical for establishing

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transparency with the broader public. A structured process will help build trust with community partners, families, and staff. Because school boards set the tone for the entire district, having honest and humble growth-focused conversations will model leadership attributes for the whole community.

Growth-focused conversations help strengthen the board-superintendent relationship, which research shows (Henrikson, 2021) is the most impactful relationship in a school district. When done well, the evaluation can:

- Strengthen two-way communication.
- Bring to light issues that need addressing
- Bring to light great work that hasn't been acknowledged
- Reveal what types of professional development and/or resources the superintendent needs to support the board's goals. These may include instructional, operational and/or leadership skillsets.
- Help the superintendent understand and prioritize what the board wants accomplished.

Lastly, it is important for a school board to recognize that there are significant legal and ethical expectations for the evaluation process. Professional guidelines mean the board needs to consider the real-world demands and conditions of the superintendent's job. Those will impact student outcomes and should be balanced by the skills necessary for superintendents to fulfill their duties.

State law, RCW 28A.405.100, requires that the evaluation process looks at these eight categories at a minimum: knowledge of, experience in, and training in recognizing good professional performance, capabilities and development; school administration and management; school finance; professional preparation and scholarship; effort toward improvement when needed; interest in pupils, employees, patrons and subjects taught in school; leadership; and ability and performance of evaluation of school personnel.

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In addition to that RCW, there are also other employee relations laws at work here. For instance, there are requirements to not discriminate, to give proper notice about the evaluation, and to honor confidentiality requirements.

There are significant consequences for not following these legal requirements. Because the board has fiduciary responsibilities for the district, it's critical that the board reduce any potential legal exposure of the district. Some of the consequences for violating relevant laws include:

- Exposing the district to significant lawsuits.
- Paying out the entirety of a terminated superintendent's contract, which can occur if a board seeks to terminate a superintendent who hasn't been properly evaluated.
- Harming the district's reputation and causing significant strife throughout the organization and community; for example, when legally confidential information is inappropriately leaked.

In conclusion, it's important for a school board to do their research, plan ahead, and contact WSSDA's director of leadership development and/or the school district's legal counsel, as needed.

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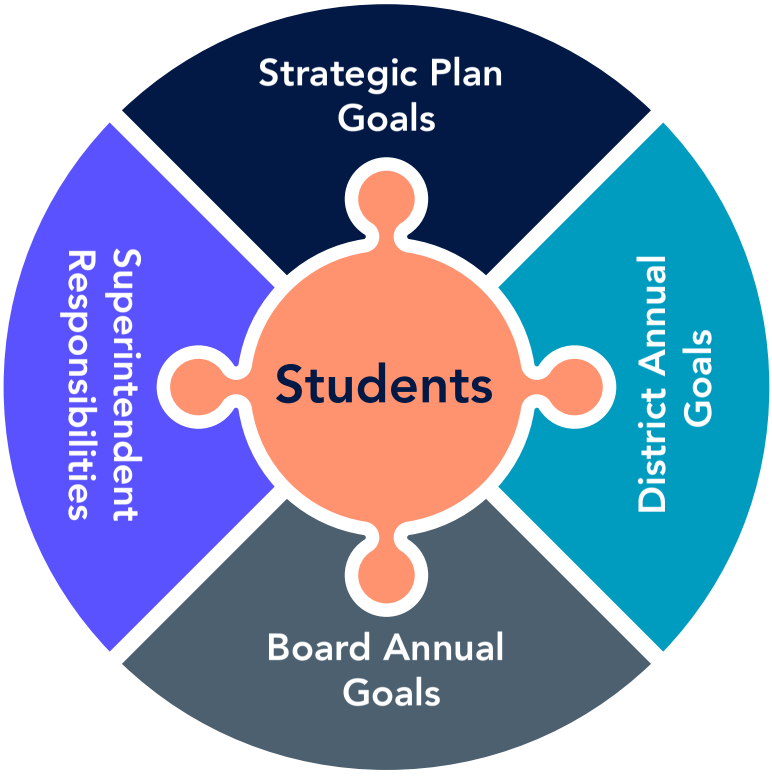
Where to Begin

First of all, it is important for the school board to **understand everything for which a superintendent is responsible**. This includes requirements from law, district policies and administrative procedures, the superintendent's job description, and their contract.

> *"We expect superintendents to be all things to all people. They are to be effective **managers**, ensuring that a school district's financial, accounting, transportation, food services, and technology departments operate capably and smoothly. They are to be savvy **politicians**, communicating effectively with local taxpayers and with policymakers at the state, local, and national levels to shape legislation so that it will be of benefit to the school district. They are to be **instructional leaders** who are conversant in a wide range of curricula and instructional strategies."*
>
> *"What Matters Most in Superintendent Evaluation"*
> Davidson, Schwanenberger, Wiggall, 2019



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The Role of Goals in Strategic Planning

Next, a board needs to incorporate short-term and long-term goals for the district as well as the context or factors impacting progress towards those goals. Research has shown a correlation between establishing long-term goals for student outcomes and students actually achieving those outcomes (Lorentzen & McCaw, 2017). As noted in Standard 2, Benchmark 2c of WSSDA's school board standards, the strategic plan is a good place to articulate those goals. Typically spanning three to seven years, the most effective strategic plans are built on a strong foundation of community input. A comprehensive community input process is crucial for developing the district's vision, mission, long-term goals, and often specific strategies to achieve the goals.

To support incremental progress towards your district's strategic goals, board-superintendent leadership teams often set annual goals. More tactical and short-term than goals listed in a strategic plan, annual goals could include things like areas of focus identified during a board's self-assessment (wssda.org/bsas), the roll-out of a new curriculum, or planning for a levy ballot measure. Annual goals often incorporate initiatives at the school level, which are typically detailed in individual school improvement plans.

Assessing progress toward long- and short-term goals is foundational to a growth-focused superintendent evaluation, but it's not the full scope of the board's evaluation responsibility. For example, to support student growth, a superintendent has many **operational and leadership responsibilities** that provide an important organizational foundation. Without proper budget and financial management, without safe and healthy school facilities, without ongoing and regular two-way communication with the community and board – as just a few examples – any progress towards strategic goals will falter. For that reason, the Strategic Goal-Centered Superintendent Evaluation framework also includes evaluation against critical operational and leadership goals.

Excellent school board governance and leadership also plays an important role in the effectiveness of their superintendent. In fact, studies have shown a direct relationship between the effective governance of the school board and the ability for a superintendent to engage in transformational leadership (Miles, 2024). A school board can ensure that they are supporting the leadership of the superintendent through engaging in annual self-assessment of their work and by seeking opportunities for continued professional development in leadership and governance.

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What to Evaluate

At the beginning of the evaluation planning process, it is important that all parties achieve alignment on the need for having clear goals and objectives for the superintendent. Here are three steps you can take to achieve alignment:

1. Check in With the Superintendent
The board and superintendent should meet to discuss the desired outcomes for the evaluation process. Here are some suggested prompts to guide that conversation:

- What is your expectation for the process?
- Is there anything you'd like to avoid during the process?
- How would you describe your previous superintendent evaluation?

2. Board Discussion
Here are some suggested prompts to guide that conversation:

- How do we see our role in the evaluation process?
- What outcomes do we hope to achieve this year?
- What kind of experience do we want the superintendent to have during this process?

After these conversations, consider whether the board and superintendent are aligned in their perspectives. If there are differences, explore what it would take to create alignment. These early discussions help surface nuance, build shared understanding, and lay the groundwork for a transparent process. If your district would like support, WSSDA leadership consultants are available to facilitate meaningful, productive conversations.

3. Document the Goals
Once there's clarity around expectations, document the specific goals that the superintendent will be evaluated against by using this **evaluation template** (page 24). As you document the goals, it's important for the board to be clear on the following three items:

- Determination and prioritization of goals
- Decide which types of evidence, and how much, should be used for each goal
- Define consistent criteria for year-over-year comparison

Determination of Goals

It is important to determine and prioritize goals (both student-centered and operational) that fall in the operational and leadership category because time, staff, and financial resources are foundational to the district's ability to function and are always restricted, even under the best conditions. Therefore, assessing progress on those goals is particularly important.

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Necessary Data and Evidence

Early in the evaluation planning process, the board and superintendent should come to an agreement on what types of evidence will be used for each goal. Some data may come from within district systems, and some may come from external sources like community surveys. Identifying the correct data beforehand will prevent the superintendent from wasting time gathering evidence that the board later finds insufficient.

Secondly, be thoughtful about what data is valid and reliable. For instance, do you utilize student data reports that are consistent throughout the district and tracked data over time? Does your district use a community survey that is free of bias and based on research-based techniques?

Lastly, beware of requiring excessive evidence gathering. The board and superintendent must discuss the balance and trade-offs of spending too much time on reporting which could take away from other leadership responsibilities.

Consistent and Fair Criteria

As most significant educational initiatives can take five years or more to show results, it is important to **have similar criteria year over year**. Focusing on incremental improvements and supporting long term growth is critical for the success and longevity of improvements.

The superintendent has a reasonable expectation that the board will provide supports to be successful. If the board choses goals that don't have the budgetary backing or organizational staffing to accomplish, it's not reasonable to expect the superintendent will make any progress.

Superintendent Reflection

At this point, it can be helpful to discuss whether the superintendent would like to **write a reflection** that the board may consider as they compile the final evaluation. The reflection doesn't have to be very long, but it could reflect a lot of thought and point to relevant evidence. In fact, you might even encourage the superintendent to work on it as the year progresses. See our **evaluation calendar** (page 21) for when in the year their reflection might take place.

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When to Conduct the Evaluation

As an integral part of a school board's work, the superintendent evaluation process should be carefully planned and scheduled. To support that work, WSSDA has created an **evaluation calendar template**. While a board may choose to alter the calendar, there are a few best practices that should be retained:

- Incorporate progress reviews and/or monitoring discussions throughout the year. Breaking the work into manageable steps throughout the year ensures the process remains thoughtful and sustainable, rather than overwhelming and rushed at the end.
- Be mindful of when the superintendent's contract renewal would occur and consider this in your evaluation schedule. For instance, your evaluation cycle should be complete before the board is required to consider a contract extension.
- Complete a board self-assessment at a time that is supportive of the superintendent evaluation schedule, likely before the goal-determining step. The board's own self-assessment can not only generate goals but can also provide important professional development for the board.

When scheduling the steps of the evaluation, it is important for the board and superintendent to consider the requirements of the Open Public Meetings Act. All planning, goal setting, scheduling, and voting to extend a superintendent's contract must be done in a public meeting. However, you can use executive sessions to discuss board members' individual input and for the consensus-building discussions in the evaluation process planning stage. Executive sessions are necessary when discussing the evaluation details with the superintendent and reviewing their feedback. Refer to our Open Public Meetings guide for more information, or seek legal counsel.

To improve communication and increase transparency, some boards produce a public summary of their findings at the end of the evaluation process. The summary can be attached to the board's meeting agenda item about the superintendent's contract and/or sent to the superintendent for their reference. Simply combining the comments section of the [evaluation template] is an easy way to produce the summary.

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How to Conduct a Successful Evaluation

As the leaders of the school district, how the board conducts the superintendent evaluation will ripple through the entire organization. Human resources and psychological research confirm (Cespedes, 2022) that creating "gotcha" evaluations, or evaluations with a simplistic thumbs up/thumbs down approach or focus on things that might look or sound good on the surface instead of focusing on actual work performed, prove ineffective and create a climate of mistrust within an organization.

Instead, it's far more constructive to build a process that:

1. Supports growth of the superintendent.
2. Creates alignment between the board and superintendent.
3. Focuses on student-centered goals of the district.
4. Strengthens the relationship of the district's leadership team.
5. Builds a climate and culture that will support the long-term growth necessary to serve students.

An easy way to make sure this process is successful is by focusing more on having two-way conversations than checklists.

Key Reminders to Ensure a Thoughtful Overall Experience

First, don't forget that it is important to **have similar criteria year over year** to support long-term growth. This is critical for the success and longevity of improvements.

Second, it's important to **acknowledge the pressures that school district leadership operates under.** Balancing the desires and requirements of multiple constituencies can lead to strained conversations, particularly in times with a combative political environment. This strain can become apparent when a board is evaluating seemingly subjective work, like "leadership" or "community engagement."

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Third, keep in mind that the backgrounds, expectations, and priorities of individual school board members vary. **By law, the superintendent evaluation process means you must take five individuals' evaluations and distill them into one single, final evaluation.** At times, the individual board members will arrive at a similar conclusion. At other times, there will need to be time and space for discussion to build consensus. In either case, that's the type of situation where previous team-building and professional development opportunities can pay dividends. However, if your board would like help navigating those complex deliberations, WSSDA consultants can facilitate that or support other parts of the evaluation process.

Finally, be sure your board is learning from experience. Consider what **didn't go as expected, and how the superintendent responded to shifting factors in order to improve the process each year.**

Finalizing the Evaluation

Here is an example of a completed evaluation **(Supplemental Materials, Page 24)**. As your board crafts its own, consider all the data, evidence, and discussions before you document a rating. Board members should come to their evaluation meeting prepared, but without having arrived at a final decision on the ratings. Instead, they wait until the board has come to a rating together, and the discussions where that occurs should take place in executive session.

Remember, a single, final evaluation must be agreed upon and presented to the superintendent—this conversation should also occur in executive session. In contrast, a public vote is required under the Open Public Meetings Act when deciding to renew a superintendent's contract. But, despite the use of executive session for legally protected conversations about the performance of a public employee (the superintendent), the outcome of the evaluation and the board's intentions regarding contract extension should never come as a surprise. If the evaluation process has been followed thoughtfully, with open communication following the structure outlined in WSSDA's superintendent evaluation template, all parties should have a clear understanding of expectations and potential outcomes.

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Superintendent Evaluation and the Washington School Board Standards

Following each benchmark listed below from the Washington State School Board Standards is a note showing which section of the Superintendent Evaluation Framework addresses it.

Standard 1: Responsible School District Governance

- 1.c.3 Does the board provide the superintendent with a clear statement of its expectations for their performance which is used in the superintendent's evaluation? **WHERE to begin**
- 1.c.4 Does the board honor the roles and responsibilities of the superintendent and staff? **WHERE to begin**
- 1.e.2 Does the board foster an environment of empowerment to promote a culture of continuous improvement and flexibility throughout the organization? **WHERE to begin**
- 1.e.5 Does the board treat all individuals, including fellow board members, staff, students, and the community, with respect? **WHERE to begin**
- 1.f.1 Does the board work with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communication? **HOW**

Standard 2: Communication of and Commitment to High Expectations for Student Learning

- 2.d.3 Does the board regularly review disaggregated data to continually monitor district progress toward non-negotiable goals to ensure they remain the driving force behind every action? **WHAT and HOW**

Standard 3: Creating Conditions District-Wide for Student and Staff Success

- 3.d.2 Does the board communicate an expectation that effective instructional resources and strategies are used consistently in all classrooms across the district? **WHAT**
- 3.d.4 Does the board support a process for internal and/or external evaluation of district operations? **WHAT**

Standard 4: Holding the District Accountable for Student Learning

- 4.b.1 Does the board establish a policy and a process for routine evaluation of the superintendent? **WHERE to begin, WHAT, WHEN, HOW**
- 4.b.2 Does the board have written performance expectations for the superintendent and communicate those to all segments of the community? **WHY, WHERE to begin, HOW**

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Superintendent Evaluation and the Washington School Board Standards *(cont.)*

- 4.b.3 Does the board ensure that the superintendent's evaluation includes previously agreed-upon accountability measures and data? **WHERE to begin, WHAT, WHEN, HOW**
- 4.b.4 Does the board base the decisions about the superintendent's contract on the objective evaluation of the superintendent's achievement of performance expectations? **WHY, WHERE to begin, WHAT, WHEN, HOW**
- 4.b.3 Does the board ensure that the superintendent's evaluation includes previously agreed-upon accountability measures and data? **WHERE to begin, WHAT, WHEN, HOW**
- 4.b.4 Does the board base the decisions about the superintendent's contract on the objective evaluation of the superintendent's achievement of performance expectations? **WHAT, HOW**
- 4.c.1 Does the board expect and model the effective use of disaggregated data in monitoring student achievement and district performance? **WHAT, HOW**

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Operational and Leadership Goals for Superintendents in Support of Strategic Student Goals

(Citations reflect a crosswalk between WSSDA's Standards-Based Superintendent Evaluation Rubric + American Association of School Administrators (AASA) Superintendent Standards)

Goal 1: Impactful Instructional Leadership

Effective educational leaders:

- Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. (*Standards-Based #1, AASA #1, AASA #6)*
- Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. *(Standards-Based #2, AASA #8)*
- Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. *(Standards-Based #3, AASA #5)*
- Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. *(Standards-Based #5, AASA #7)*
- Performance Indicators examples: district-wide staff events; instructional program development and implementation; growth in key academic areas; curriculum adoption cycle; staff retention rates; professional development and MTSS benchmarks

Goal 2: Supportive Climate for Students, Staff, and Community

Effective educational leaders:

- Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student, staff member, and community member. *(Standards-Based #4, AASA #3)*
- Engage families and the community in the meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. *(Standards-Based #6)*
- Performance Indicators examples: surveys that could include input from students, families, community partners and staff; attendance trends; community event planning and attendance; Healthy Youth Survey results.

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Operational and Leadership Goals for Superintendents in Support of Strategic Student Goals *(cont.)*

Goal 3: Operations and Management Excellence

Effective educational leaders:

- Manage school operations and resources to promote each student's academic success and well-being. *(Standards-Based #7, AASA #4)*
- Performance Indicators examples: financial status (OSPI financial health indicators, facilities reports from state); annual audit results; facility planning and status;

Goal 4: Value-Based Leadership

Effective educational leaders:

- Develop positive working relationships and procedures that help the board of directors to promote each student's academic success and well-being. *(Standards-Based #8)*
- Embody multi-cultural and ethnic understanding, personal integrity and ethics *(AASA #8)*
- Performance Indicators examples: regular communications with the board; 2x2 meeting schedule; policy review schedule; community/staff/student relationships; partnerships with local communities and organizations

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Goal-Setting Schedule Tool

At the beginning of the evaluation planning process, all parties need to acknowledge that having clear goals, objectives, and a timeline for the superintendent, and the district, is an integral step in the evaluation process. The board and superintendent should meet and use this tool in support of those desired outcomes.

Type of Goal	When to Review
From Strategic Plan Goals	
List goals from strategic plan	
From District Annual Goals	
List annual growth goals and School Improvement Plans either for the district as a whole or for the superintendent, from past superintendent evaluation	
From Board Annual Goals (through the board's self-assessment)	
List goals from the board self-assessment that require superintendent support	
From Operational and Leadership Goals	
1. Impactful Instructional Leadership	
2. Supportive Climate for Students, Staff and Community	
3. Operations and Management Excellence	
4. Values-based leadership	

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Goal-Setting Schedule Tool *(cont.)*

Goal Type Definitions

Strategic Plan Goals: Goals created during a community-wide strategic planning process. These goals take several years' focus to make measurable progress and require several sub-goals and tactics to accomplish them. Examples include long-term literacy goals; long-term graduation rate goals; long-term equity goals

District Annual Goals: Goals that support the student-focused work of the strategic plan but are shorter term in nature. These could arise from a past superintendent evaluation process, or from periodic work. Examples include formulation of a capital technology levy proposal; inclusion of a 360-type performance evaluation for the superintendent; focused work on budgetary concerns.

Board Annual Goals: Goals created through the board's focused work on its own professional development that require superintendent support. Examples include training objectives that require pre-planning; community outreach goals that require scheduling and communication; strategic planning work that require stakeholder communication and task force creation.

Operational and Leadership Goals: Goals, based on research-based best practices, that provide the foundational work supporting the Strategic Plan Goals. Details on these goals are found in the Operational and Leadership Goals materials.

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Suggested Calendar for Superintendent Evaluation

Month	Time	Action Type	Description
August	3 hours	Board Retreat	Organize a board retreat to document goals, set the annual calendar and stipulate desired outcomes for the district for the year. *Use Goal Setting Tool and this Calendar Tool (live links to docs here). WSSDA staff or consultants can provide facilitation (fee associated).*
Monthly (or quarterly)	Varies	Varies	The Board receives consistent reports on goals based on district activity, staff workload and community schedule. These reports can be incorporated into regularly scheduled board meetings, scheduled as individual work/study sessions or can take the shape of a Superintendent mid-year check-in or self-evaluation.
January or February	1-2 hours	Executive Session	The Board holds a mid-year check-in on the Superintendent's performance. This is important to ensure clear and timely communication on progress toward goals, particularly if there are concerns that progress on goals is not being met. This mid-year check-in can include a commitment to seek a contract extension (or not) if this is written into the superintendent contract. A mid-year check-in is recommended unless you have a governance model of practice where this information is already collected on a regular basis.
Early May	Varies	Individual Board Work	Board members, with the support of the Board Chair, spend time summarizing reporting from throughout the year to ensure preparation for the evaluation process. *Use Evaluation Tool to collect individual notes.*

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Suggested Calendar for Superintendent Evaluation *(cont.)*

Month	Time	Action Type	Description
Before May 30	Varies	Individual Superintendent Work	Superintendent completes an annual reflection and shares this with the Board if this was determined to be part of the agreed evaluation plan. Can draw on mid-year check-in, if using.
Before May 31 (contract dependent)	1-2 hours	Individual Board Work, Executive Session	The Board holds an executive session to conduct the Superintendent Evaluation. Individual board members review a summary report before the meeting and come ready to discuss. Once discussion is complete, rating is completed. The Board chair brings the board to consensus on rating and documents results. The Superintendent is then brought into the executive session to communicate the board's evaluation, to provide their feedback and to share the board's desire around contract extension (or not). *Use the Evaluation Template*
Before June 30 (contract dependent)		Public Meeting	Contract extension completed in public meeting.
Varies	Varies	Individual Board Work, Optional Workshop	There should be moments in the annual calendar when the board can focus on their own professional development and progress toward board goals. We find that the board self-assessment is a great tool for this goal, though can be taken at various points throughout the year and still be helpful.

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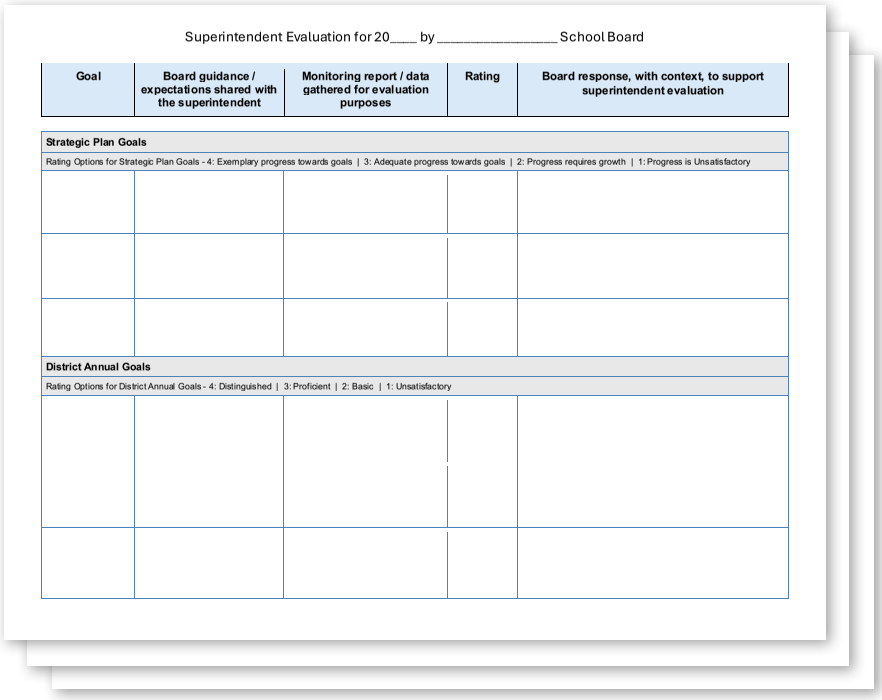
Evaluation Tool

This evaluation template can assist you in organizing information during the evaluation process. This document is accessible as an MS Word file that you can type in (feel free to add or subtract rows in each section as needed) as well as a downloadable/printable PDF. The blank template is also included on pages 27-29.



Superintendent Evaluation for 20____ by _____ School Board

Goal	Board guidance / expectations shared with the superintendent	Monitoring report / data gathered for evaluation purposes	Rating	Board response, with context, to support superintendent evaluation
Strategic Plan Goals				
Rating Options for Strategic Plan Goals - 4: Exemplary progress towards goals | 3: Adequate progress towards goals | 2: Progress requires growth | 1: Progress is Unsatisfactory				
District Annual Goals				
Rating Options for District Annual Goals - 4: Distinguished | 3: Proficient | 2: Basic | 1: Unsatisfactory				

There are three ways to access and use this tool:

An example of a filled out version of this template can be found on the following pages.

Directly after that, you will find a blank version.

Click on the icon below to download a PDF version of the evaluation template.

Click on the icon below to download a Microsoft Word version of the evaluation template.

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Goal	Board guidance / expectations shared with the superintendent	Monitoring report / data gathered for evaluation purposes	Rating	Board response, with context, to support superintendent evaluation
Strategic Plan Goals				
Rating Options for Strategic Plan Goals - 4: Exemplary progress towards goals | 3: Adequate progress towards goals | 2: Progress requires growth | 1: Progress is Unsatisfactory				
Ensure Equity	Continue programs, services, and partnerships to ensure equity of opportunities districtwide. Recognize and remedy any issues of inequity that occur within the district. Continue monitoring results of the harassment, intimidation, and bullying policy and program.	High School Equity and Achievement Presentation Alternative Learning Annual Report Use of Isolation, Restraint and Reasonable Force Disaggregated Discipline report for the year	**3**	Equity is the primary goal for the superintendent, school board and district at large. The board recognizes progress in several areas but continues to seek accelerated growth for our students in most need. The board would like to see an outside review of the district's efforts to ascertain that we continue to make every endeavor to ensure fair and just treatment and access.
Improve Academic Performance	Improve graduation rates and ensure overall academic success by examining and utilizing current data and academic trends from Pre-K to 12th grade and tailoring the educational process to meet each individual student's needs. Monitor and provide updates to the board on the implementation of progress initiatives in middle schools. Continue to evaluate High Schools That Work and Making Middle Grades Work, including the technical advisory (TAV) results. Monitor Response to Intervention (RTI) and provide	Data Dashboard Link: Strategic Plan: Technology Update: Blended Learning Pilot: Summer Institute Report: Annual Testing Data: SBAC: iReady report: Graduation Statistics: School Improvement Plans: Career Technical Education Annual Report:	**3**	The administration has been unrelenting in efforts to improve student learning. Many new and comprehensive programs, processes and interventions have been instituted. Improvement has been steady. The board agrees with the Superintendent that a sustained effort to increase the graduation rate of our students is needed. The board is eager to move forward with the expansion of all-day kindergarten as a stepping stone to future academic improvement. Monitoring of the implementation of Common Core State Standards, Teacher and Principal Evaluations, technology and new academic offerings will be required.

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Goal	Board guidance / expectations shared with the superintendent	Monitoring report / data gathered for evaluation purposes	Rating	Board response, with context, to support superintendent evaluation
	periodic review of RTI indications of progress such as the Dynamic Indicators of Basic Early Literacy Skills (DIEBELS), Measures of Academic Progress (MAPS), and optional assessments completed in grades 11 and 12 such as AP, ACT< SAT< ASVAB, etc. Ensure a "data dashboard" is available on the district website.			
District Annual Goals				
Rating Options for District Annual Goals - 4: Distinguished | 3: Proficient | 2: Basic | 1: Unsatisfactory				
Address overcrowding at MLK Elementary	Within our capital resources, create an action plan that prioritizes student wellness. Ensure the process includes input from all partners.	Creation of district task force Task force data gathering and final report Budget and project plan	**4**	The urgency with which the superintendent and staff addressed this issue was commendable. Bringing together a task force of staff, students, and community members ensured a positive outcome.
Board Annual Goals				
Rating Options for Board and District Annual Goals - 4: Distinguished | 3: Proficient | 2: Basic | 1: Unsatisfactory				
Support 2024 levy ask of the community	Engagement with the entire community to build support of our February 2024 levy initiative. Provide leadership and modeling of how to positively intake community input and build consensus.	Communications to community Multi-prong engagement plan Launch of new podcast Improved social media positive interactions	**3**	While efforts continue, we see strong evidence of new approaches and improved community feedback. The incorporation of input from the district Student Board provided new insights that will prove beneficial for years to come.

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Goal	Board guidance / expectations shared with the superintendent	Monitoring report / data gathered for evaluation purposes	Rating	Board response, with context, to support superintendent evaluation
Operational and Leadership Goals				
Rating Options Operational and Leadership Goals - 4: Distinguished | 3: Proficient | 2: Basic | 1: Unsatisfactory				
Impactful Instructional Leadership	Lead the district staff, community partners and students to leverage new ways to improve outcomes for students even as we are increasingly facing financial constraints.	Annual Student Summit: Superintendent Coffee Talks: August Advance to roll out new K-15 Math curriculum	**2**	While the board recognizes the superintendent's efforts to create system wide instructional capacity, we have yet to see any evidence of momentum forward. We entreat the superintendent to continue to work with all partners to find points of leverage.
Supportive Climate for Students, Staff and Community	Continue providing information regarding issues facing the district. Continue improvements in technology for communications with parents, teachers and the community. Endure student performance data is displayed on the district website.	WEB Site: Links to School Sites: Our Latest Video Link:	**3**	Numerous new steps have been implemented to improve communications. The addition of video, increased frequency of the "Good News" and other efforts put out a positive message daily. This is an area that can never be taken for granted. We must always be vigilant to find new opportunities to deliver our message. The board wants to ensure that efforts continue to eliminate any confusion and present a clear and consistent message to our stakeholders.
Operations and Management Excellence	Continue monitoring district operations to maximize mission effectiveness. Continue to monitor district operations for opportunities to responsively maximize cost effectiveness and the district's obligation to be a good steward of its resources.	Resource Conservation Report: Refunding Bond Sale: Long Range Facilities Planning: Energy Star Awards: Delinquent Accounts Report:	**4**	The superintendent continues to provide excellent leadership in the area of operations. Maintenance, child nutrition and energy conservation have been strong points. New transportation and nutrition facilities will increase efficiencies. Continued attention to the tracking of theft sensitive equipment is vital, particularly for increased technical equipment purchases.
Values-Based Leadership	Find ways to bring families and schools together to address rising HIB incidents. Find root causes and create a comprehensive action plan.	HIB complaint trend data Disaggregated discipline data Student survey data Student attendance data	**4**	The board finds significant progress, even as the "One Family" initiative is in its first year. Consciously including multi-cultural approaches are no doubt a cornerstone of the improved attendance data we are documenting.

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Superintendent Evaluation for 20____ by _____ School Board

Goal	Board guidance / expectations shared with the superintendent	Monitoring report / data gathered for evaluation purposes	Rating	Board response, with context, to support superintendent evaluation
Strategic Plan Goals				
Rating Options for Strategic Plan Goals - 4: Exemplary progress towards goals | 3: Adequate progress towards goals | 2: Progress requires growth | 1: Progress is Unsatisfactory				
District Annual Goals				
Rating Options for District Annual Goals - 4: Distinguished | 3: Proficient | 2: Basic | 1: Unsatisfactory				

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Superintendent Evaluation for 20____ by _____ School Board

Goal	Board guidance / expectations shared with the superintendent	Monitoring report / data gathered for evaluation purposes	Rating	Board response, with context, to support superintendent evaluation
Board Annual Goals				
Rating Options for Board and District Annual Goals - 4: Distinguished | 3: Proficient | 2: Basic | 1: Unsatisfactory				
Operational and Leadership Goals				
Rating Options Operational and Leadership Goals - 4: Distinguished | 3: Proficient | 2: Basic | 1: Unsatisfactory				
Impactful Instructional Leadership				
Supportive Climate for Students, Staff and Community				

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Superintendent Evaluation for 20____ by _____ School Board

Goal	Board guidance / expectations shared with the superintendent	Monitoring report / data gathered for evaluation purposes	Rating	Board response, with context, to support superintendent evaluation
Operational and Leadership Goals (continued)				
Operations and Management Excellence				
Values-Based Leadership				

Definitions of Rating Scales

Strategic Plan Goal Rating Scale

4	**Exemplary Progress Towards or Completion of Goal** Superintendent demonstrates progress towards attainment of strategic goal in multiple areas and exceeded the board's expectations.
3	**Adequate Progress Towards Goal** Superintendent demonstrates progress towards attainment of this strategic goal in many areas and met the board's expectations.
2	**Progress Requires Growth** Superintendent did not demonstrate adequate progress towards attainment of this strategic goal in a few areas.
1	**Progress is Unsatisfactory** Superintendent did not demonstrate progress towards attainment of this strategic goal in most areas.

Board Annual Goals, District Annual Goals, and Operational and Leadership Goal Rating Scale

4	**Distinguished** Superintendent demonstrates an exceptionally high level of performance, going above and beyond proficiency.
3	**Proficient** Superintendent demonstrates a fully satisfactory level of performance, meeting expectations at a high level.
2	**Basic** Superintendent demonstrated many of the characteristics associated with effective performance, although with a few exceptions and/or inconsistencies.
1	**Unsatisfactory** Superintendent did not demonstrate behaviors and/or provide evidence of effective performance.

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